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VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH SCHOOL LEVEL FOR RURAL YOUTH.

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THIS PAPER STATES THAT A GROWING NUMBER OF NONPROFESSIONAL JOBS ARE BEING FILLED BY INDIVIDUALS WHO HAVE HAD SPECIALIZED EDUCATION PAST HIGH SCHOOL. RURAL YOUTH ARE AT A DISADVANTAGE IN COMPETITION FOR POST-HIGH SCHOOL TRAINING DUE TO INADEQUATE BACKGROUNDS, OCCUPATIONAL GUIDANCE, BASIC PREPARATORY EDUCATION, AND SPECIALIZED EDUACATION FOR JOB ENTRY. POST-HIGH SCHOOL TECHNICAL, VOCATIONAL, AND CONTINUING EDUCATION PROGRANS SHOULD PROVIDE BROAD EDUCATIVE EXPERIENCES IN A CLUSTER OF OCCUPATIONS, AND SHOULD EMPHASIZE COGNITIVE LEARNINGS AS WELL AS MANIPULATIVE SKILLS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

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TABLE OF CONTENTS

	Page
Abstract	i
Introduction	1
The Need for Occupational Training After High School	1
The Need for Definition and Direction	3
High School and Post High School Vocational and Technical Education and the Rural Situation	4
Vocational and Technical Education at the High School Level	5
Vocational and Technical Education at the Post High School Level	5
Rural Needs	8
Issues and Problems in the Rural Situation	9
The Occupational Choice Question	11
The Preparatory Question	12
The Specialized Education Question	13
The Adult Education Question	13
The Vested Interest Question	13
References	14

VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH SCHOOL LEVEL FOR RURAL YOUTH

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ABSTRACT

Accelerating automation and other technological advances provide opportunities for more and better education. A growing number of non-professional jobs are being filled by individuals who have had specialized education past the high school. Rural students are disadvantaged as far as post high school education opportunity is concerned. Also rural students are generally not as much in the "habit" of participating in post high school programs, particularly those which are non-college, as urban students.

The area schools developing across the nation offer great hope for rural youth. However, there is a tendency to subordinate students to courses. Vocational and technical education, particularly in the rural situation, must be a vital part of the process of development of individuals rather than a crude categorization of people for course-taking. Direction is needed for the "area" education movement.

The developing post high school vocational and technical education programs call direct attention to what is happening in high schools. Rural high school inadequacies are particularly acute in occupational exploration and guidance and in educational background, including cultural background, for later specialized occupational training in post high school centers. Comprehensive high schools are needed to provide continuity of educational opportunity which is realistic from the standpoint of students. Rural students must prepare themselves culturally as well as technically to successfully compete in urban post high school centers. Also, rural people must be educated for new communities as well as for new jobs.

Rural students must compete with urban students in post high school technical level training programs. Rural educators must be aware that people who work in technical jobs increasingly need broad educative experiences in a cluster of occupations rather than in a single job. In these training programs, emphasis is placed upon cognitive learnings as well as manipulative skills. This development implies the need for students who will enter these programs to have solid general education experiences and experiences in vocational exploration and skill development in high school.

Rural inadequacies also exist in occupational training opportunities for students who did not finish high school and in continuing education opportunities for employed youth and adults. People need to keep their training up-to-date. Adult education may be the weakest phase of rural education in a changing environment.

There are at least five broad questions in the rural situation relating to appropriate post high school educational opportunity: (1) how may rural youth see and appreciate the total world of work and the opportunities for service in it, (2) how may rural youth prepare academically, vocationally, and culturally to take the next educational step, (3) how may rural people get specialized education which will lead to a wide variety of occupations, (4) how may adults in rural communities keep up-to-date in their work or retrain for new jobs, and (5) how may rural people secure a vested interest, culturally and financially, in the over-all educational programs now being developed.

VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH SCHOOL LEVEL FOR RURAL YOUTH

by

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INTRODUCTION

New developments in education, such as emerging programs of post high school vocational and technical education, are closely related to accelerating automation and other technological advances. This paper considers rural needs for and requirements of providing formal vocational and technical education after high school. As a basis for this, considerable attention is given to the nature of this kind of education. High school instruction is discussed only as post high school instruction is dependent upon it. Issues and problems in the rural situation relative to providing appropriate post high school occupational instruction are raised for later discussion.

THE NEED FOR OCCUPATIONAL TRAINING AFTER HIGH SCHOOL

The President's Advisory Committee on Labor-Management Policy, in commenting on factors important in the solution of the unemployment problem, pointed out the following inadequacies in educational and informational facilities:[1/]

1. The requirements for general education prior to vocational and professional training have not kept pace with the shift in job opportunities.

2. The required types of vocational and technical training and retraining are often not available, e.g., for workers leaving the farm.

3. There has been an inadequate liaison among school systems, industry, and government with respect to future job requirements, and in fact there is insufficient information about the nature of such jobs.

4. There has been inadequate financial support for needy students.

5. Counseling facilities have been generally inadequate.

This committee, in a later section of its report, among other recommendations, urged that better vocational, technical, and guidance programs be made available and that rural and depressed areas, where surplus workers reside, be better served.

Grant Venn, of the American Council on Education, in describing plans for a current ACE study of post high school vocational and technical education,

related future needs and goals for vocational-technical education to the following points:[2]

1. Projections to 1970 for selected industries in manufacturing, construction and mining show a requirement to double the number of subprofessional technicians employed from 400,000 to 800,000. (Individual industry needs vary from less than one technician per engineer to 15 or 17 per engineer.)

2. A continuing problem in vocational-technical education is the recruitment and retention of competent teachers. (The question of how and where trained is of concern.)

3. To meet the retraining needs of unemployed or underemployed workers being displaced by automation or relocation of industry and to increase labor mobility.

4. To provide special vocational training for low-ability youth and adults in the face of a vanishing market for unskilled labor.

5. To promote the evolutional development of vocational-technical education programs to match the predicted future employment needs for highly skilled technicians, especially in occupations that are critical to economic growth and national security.

6. Significantly to increase the utilization of women in the technical occupations.

These points, particularly those concerning displacement of workers, needs for increasing labor mobility, and the vanishing market for unskilled labor, relate directly to problems in rural America.

Many study groups, including the 1963 National Panel of Consultants on Vocational Education,[3] have pointed out the dire need for greater emphasis on formal occupational instruction after high school and for better high school preparation. This Panel, in its study of Federally-aided vocational programs, found that vocational education is not available in enough high schools and that post high school technical training is an especially critical need. In a special study made by the Panel in 3,733 public high schools in six representative States,[4] only five percent offered distributive education courses, only nine percent offered trade and industrial courses, and less than half offered courses in homemaking or vocational agriculture. Also, even in the largest cities, it was found that less than one-fifth of the high school students were enrolled in vocational programs, although two-thirds of those completing the high school curriculum will not complete four years of college education.

In these six States studied, the population of the community in which the school is located was an important factor in the enrollment in vocational education. With the exception of homemaking and agriculture, which were

taken less frequently by students in communities with a population of over 30,000, enrollment, as a percentage of the total enrollment in the public secondary schools, in agriculture, home economics, distributive education, and trades and industries decreased with a decrease in size of the community. This decrease was extremely sharp in trades and industrial and distributive education.

From this special study of six States, it is clear that urban youth have had different vocational opportunities than rural youth and that post high school educational opportunity has varied greatly among States and communities of different size. It was suggested that high school programs have not kept pace with the increasing numbers of young people, their concentration in urban centers or their special difficulties in entering the labor force.

Turning to the need for post high school technical training, the Panel found that technical training is presently offered in both public and private institutions, with a major share of the graduates coming from Federally reimbursed programs authorized for Title VIII of the National Defense Education Act of 1958. Yet, severe inadequacies exist. The Panel made the following statement as a part of its over-all recommendations:-[37]

> For youth and adults who are full-time students preparing to enter the labor market, having completed or left high school, the Panel recommends that the Federal Government increase its support of full-time, post high school vocational and technical training. An advancing technology constantly demands more skilled craftsmen and highly skilled technicians in occupations requiring scientific knowledge. Vocational and technical education must prepare many more technicians and skilled craftsmen for employment in industry, business, agriculture, and the health fields.
>
> Both the area vocational schools and the specialized vocational schools in large urban centers provide a diversity of occupational training programs to large numbers without the usual restrictive residence requirements. Many more of these schools are needed, especially for training highly skilled craftsmen and technicians. Technician training is also available in community or junior colleges, agricultural and technical institutes, and vocational-technical schools. Expanding their output is also a national need of urgent importance.

THE NEED FOR DEFINITION AND DIRECTION

Grant Venn, quoted previously, feels that "the present picture regarding vocational-technical education is blurred in the minds of many people associated with the field and certainly with those primarily concerned with other areas in education." Little formal study of post high school vocational and technical education, as it is rapidly developing, has been related directly to rural needs. The "area" schools developing across the nation offer great hope for rural youth. However, serious problems exist in tying these into high school programs, developing high schools to support post high school training,

and in matters of organization, curriculum, clientele, and finance. Certainly, the rural picture is blurred.

In view of uncertainties related to rapid developments in this field, the assigned topic of this paper poses critical questions of definition which must be largely begged on these pages. What is meant by vocational and technical education? For whom? In a changing high school curriculum, which should be changing in part toward a greater concern for adult education and for the needs of students who are not now succeeding in high schools, what is meant by post high school level? Within the "changing environment" theme of this conference, what is the term rural coming to mean in relation to vocational and technical education after high school? These questions are critical because of the traditional tendency to use categories of people in developing new educational programs--"for the talented," "for the laborer," etc.--rather than to approach educational planning from the standpoint of richness and diversity of realistic educational opportunity for all to become educated, the goal being human development. The overriding concern should be for better and by far more realistic educational opportunities for all, including opportunities for motivation and self-appraisal. Seemingly, practice in the past has assumed student readiness and student motivation, this being in itself inequality of opportunity. The focus of this paper on rural youth is justified on the basis of inadequate educational opportunities in rural areas, not by the uniqueness of the kind of education needed by rural people. Vocational and technical education, particularly in the rural situation, must be a vital part of the process of human development. This process includes (1) occupational exploration and guidance on an organized, student self-appraisal basis, (2) preparatory education broadly conceived and not excluding social and cultural development, (3) job training, and (4) continuing education, which is, in essence, finding one's self. In this frame of reference, occupational instruction is truly liberalizing. The need is for definition and direction to prevent pigeonholing people. The challenge is to provide better educational opportunity, especially for rural youth who, in some cases, are easily pigeonholed.

The topical questions raised are discussed briefly in the following sections. Also, requirements for post high school instruction are outlined. Finally, consideration is given to rural needs which give rise to issues and problems in the rural situation.

HIGH SCHOOL AND POST HIGH SCHOOL VOCATIONAL AND TECHNICAL EDUCATION AND THE RURAL SITUATION

Vocational and technical education are coming to mean formal instruction offered in high schools and in post high school centers with up to two or three years' duration and which prepares individuals to enter upon and keep up-to-date in an occupation. The provision of formal instruction past the high school as an additional educational opportunity leading to the growing number of different jobs should change the role of high schools away from terminal and toward preparatory education for nonprofessional occupations. The matter of place of residence, such as rural, is becoming less and less useful in predicting occupational affiliations.

VOCATIONAL AND TECHNICAL EDUCATION AT THE HIGH SCHOOL LEVEL

Post high school instruction is largely dependent on what happens in high schools. In looking at functions of high schools in relation to post high occupational instruction, an Illinois study group on vocational and technical education made the following recommendations for major changes needed in vocational education in Illinois high schools: 6/

1. More emphasis, particularly in grades nine and ten, on general knowledge of occupations.

2. More emphasis on guidance of students for vocational preparation at the eleventh and twelfth grades.

3. Consolidation of specialized vocational programs in agricultural, trades and industrial, business, and homemaking fields on a large geographical area basis to serve a wide variety of needs effectively.

4. Provision of opportunity for students who want to obtain an educational background for further preparation at technical levels of specialization beyond high school.

High schools may appropriately provide (1) occupational exploration and guidance, (2) educational background, including cultural elements, for later specialized occupational training in high school and in post high school centers, and (3) limited specialized training in the latter high school years for entry into occupations. It has been estimated that to do this effectively and to provide the diversity and quality needed in the spirit of a comprehensive high school, requires an enrollment of 2,000 students. This reflects the immensity of the problem in rural schools.

VOCATIONAL AND TECHNICAL EDUCATION AT THE POST HIGH SCHOOL LEVEL

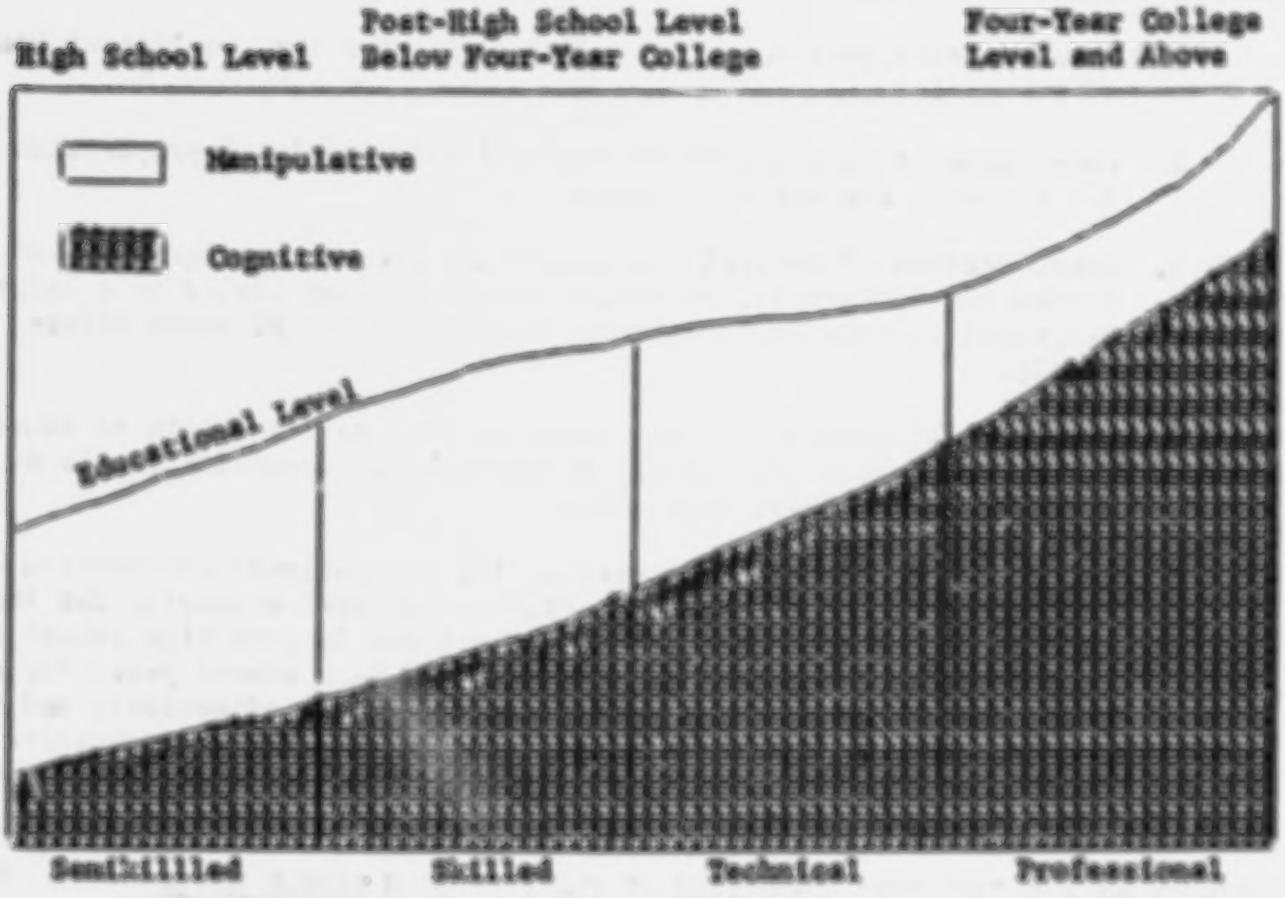
The changing environment requires more and better post high school education. Put more positively, people are now demanding more and better education. Rural people and newcomers to rural areas are demanding educational improvements because post high school training is necessary for a growing number of jobs. Such education is being developed for several groups of people: those who did not complete high school, those who need additional formal training after high school for job entry, and those who need continuing education to keep up-to-date or to readjust to job changes.

It is estimated that somewhat over one-third of the college-age group will ultimately get a substantial amount of college education or its equivalent; a second third of the population will leave school before finishing high school; and a third of the population will get a high school education or its equivalent. 7/ This section is concerned with the latter two groups in both preemployment and continuing education.

Particularly in the development of preemployment curricula, various attempts have been made to classify jobs as a basis for ordering the kind of

educational experiences needed to prepare for them. The Illinois study group cited earlier proposes that relative amounts of two basic kinds of skill and knowledge, manipulative and cognitive, serve as a basis for classification as follows. 8/

Chart 1.



Relative Proportions of Manipulative and Cognitive Elements in Educational Programs for Different Occupational Levels

Chart 1 illustrates that semiskilled occupations require considerably more manipulative skills than cognitive skills, whereas, technical occupations require slightly more cognitive skills than manipulative skills. The relative amounts of these two kinds of learning are used to classify each occupation in relation to the nature of preparation and the level of education required. Thus, the limited specialized training for occupational entry appropriate at the high school level is largely comprised of manipulative skills, with greater emphasis upon cognitive development at the post high school level. Since this classification is based on analysis of job requirements, it gives a practical basis for projecting the kinds of occupational instruction appropriate at the high school level, leaving a great need for further development of human talent after high school.

There is a growing need for qualified people in the technical occupations. Since this is a field in which great educational effort is now being made, a brief account of developments in technical education will be given. The Illinois study group lists the following unique features which help explain the nature of technical jobs and the training needed for them: 9/

1. The content of the educational program derives from the nature of the occupational work which technicians are expected to perform.

2. There is a special application of knowledge from the basic fields such as mathematics, science, and business.

3. Demands on the worker place emphasis on planning, designing, and the solution of problems.

4. Standards include a high degree of flexibility and resourcefulness in the individual.

5. Preparation involves more than a few specialized courses and laboratory experiences; it includes a body of general and related knowledge as well.

Perhaps the most significant development for educational planners in the field of technical education is the gradual abandonment of the idea of training for a single job. People who work in these jobs are broadly educated in terms of a pattern or cluster of occupations. In the training program, the acquisition of knowledge and understanding is prominent. The direction is toward professional education in the emphasis upon knowledge and understanding and away from specialized occupational instruction at the high school level where greater emphasis is placed upon manipulative skills. This development implies the need for students who will enter post high school programs to have high school vocational experience, especially to develop vocational skills and for occupational guidance. Also, it demands that students be provided so-called general education of high quality.

In addition to technical training, high school graduates need training opportunities for the skilled trades and for clerical and sales work. Another part of the population greatly in need of training is the one-third that will not finish high school. A large percentage of these people will be semiskilled workers. Some will be unskilled.

Vocational and technical education for employed adults can be a vital part of the public school program. The Panel of Consultants on Vocational Education in its report on adult education said in part, that: 10/

1. Much evidence is available to indicate that more people will spend more time in continuing their education in relation to specific job requirements. Yet the program of continuing education is neither sufficiently broad nor extensive to meet this need.

2. Many workers who desire occupational training have not been able to obtain it because of inaccessibility of appropriate programs.

3. Many educators in positions of leadership have failed to recognize the importance of vocational education for employed persons and have not promoted its development. Lack of initiative and imagination in exploring new occupational fields has tended to restrict program offerings to those which have been commonly provided in the past.

People need to keep their training up-to-date. Adult education may well be the weakest phase of the situation in a changing environment. Traditional adult vocational education programs in agriculture, home economics, trades and industries, and distributive education reach only a small percent of the people at work in these fields. These programs need strengthening in rural areas. Area adult education programs for new occupational fields and for the traditional fields listed above are being developed. This poses problems of deciding what kinds of adult education may be carried out best on a local school basis and what should most appropriately be done on an area basis.

RURAL NEEDS

Several references have been made to the growing similarity of rural people and urban people as far as kind of education needed is concerned. Rural people are generally disadvantaged in educational opportunity. Of course, rural and urban are used here, in a restricted sense, as places of residence. The urban trend, or the movement of people into towns and cities, has resulted in a population which is 70 percent urban today compared to 46 percent in 1910. This trend makes possible better public services, including education, and, although there are serious social problems in urban areas, educational opportunities there are generally superior to those found in small towns and in the open country.

The economic problems in farming are, of course, tied to the urban trend and to rural deficiencies. Compared with other types of economic activity, farming in the United States is not providing sufficient incomes for those engaged in it. The incomes of farm workers as compared with incomes of factory workers were lower in 1959 than in any year since 1940. In 1948, the per capita real income of the nonfarm population was only nine percent greater than the per capita real income of farm population in the United States. However, in 1959, the real income of the nonfarm population was 56 percent greater than the real income of the farm population. The challenge is to open up broader occupational choices in rural areas.

The problem of rural income is particularly great in the South. Approximately one-half of the nation's farm families live in the South. Yet, farmers of the South sell less than one-third of the nation's farm products, and their net income per family is only two-thirds that of the farm families outside the South. A study of educational finance in the South, however, shows some improvement. It indicated that: 11/

> Rural districts have generally spent less per pupil and pay their teachers less than do urban and metropolitan ones . . . Scattered data that are available indicate that the discrepancies between rural and urban expenditures are decreasing. Before World War II, in some southern states, average expenditures per pupil in urban districts were approximately double the same expenditures in rural districts, but by 1957 rural districts were spending about 80 percent as much as urban ones.

Expenditures for education in the South have increased greatly and there has been some equalization of expenditures between rural and urban districts.

Urbanization, considered in a general sense, is more than a population movement. It also represents changes in attitudes and values. These changes include emphasis on achievement and away from ascription, on the cosmopolitan and away from the provincial, and on agriculture as a business and away from agriculture as a way of life. Nevertheless, we can no longer draw an occupational dividing line between rural and urban. We see urbanization and urban values in both rural and urban communities.

At the present time, there are serious obstacles, material and attitudinal, to helping rural people get the kind of educational experiences needed in a society which is becoming increasingly urbanized. Rural youth face perplexing problems. What jobs are available? How can realistic opportunities for examining the world of work, including a wider view than the home community, be provided? What are educational requirements and opportunities? A paper on helping rural youth to make occupational decisions points out some of these problems: 12/

> "Rural youth . . . tend on the average to have more than their share of difficulty making a satisfactory adjustment to the nonfarm world of work. Considerable research shows that when rural youth compete with urban youth for urban jobs, the rural youth generally come out second best. Many factors are responsible for this. Educational levels are lowest among American farm youth and highest among urban youth. School dropout rates are highest in rural schools and lowest in urban schools. Greater proportions of urban than rural youth go on with their education beyond high school. Besides years of education, many rural schools, particularly smaller ones, are not as well staffed and equipped and have less varied programs of study than larger urban schools. And many rural youth receive little or no occupational counselling."

Occupational guidance, basic preparatory education, and specialized education for job entry, including realistic opportunities for post high school study, must be made available for rural youth. In addition, opportunities for continuing education must be made available to adults in rural school districts.

ISSUES AND PROBLEMS IN THE RURAL SITUATION

This section will be devoted to raising questions on how rural people may have better opportunities for occupational instruction at the post high school level.

Since the majority of comprehensive high schools, even after reorganization, usually are not comprehensive enough to provide the diversity of occupational training needed, efforts are being made to provide specific occupational training on an area basis. Following the need for a higher level of training, these area schools are moving to the post high school level. A 1958 report of vocational and technical education for rural America had this to say about the area school movement: 13/

> Although area vocational programs have many kinds of organizational patterns, all have two major characteristics in common: (1) they prepare for specific employment, and (2) they serve students from an area that generally includes more than a single school district. Rather than being a special type of school, an area vocational program is a kind of service. It is an attempt to bring a varied and specialized offering of vocational education within the practical reach of all students and all communities, regardless of the size or affluence of individual school districts.

According to a report by the Area Vocational Education Branch of the U. S. Office of Education, virtually all states have some kind of area vocational schools in operation. This report lists characteristic results of the area school - and area vocational education programs - as follows: 14/

1. Reduced costs per school district for construction, operation, and administration.

2. Broadened educational opportunities for numbers of rural and small city youth.

3. Extended educational opportunities for adults through post secondary day and evening programs.

4. Wider ranges of offerings in high level technical education, as well as in other vocational fields.

5. Attraction of quality teachers by means of better laboratory facilities, the opportunity to teach without class time and other limitations of the more academically oriented school.

Questions related to post high school vocational and technical education for rural people arise when consideration is given to practical continuity of educational opportunity from rural high schools to area schools which are usually located in urban centers, and when consideration is given to apparent lack of motivation of school people and limitations of local schools to provide appropriate continuing education for employed youth and adults. A more basic consideration is how rural leadership, on an area basis, can contribute to the development of better educational opportunity for both rural and urban people.

There are at least five broad questions in the rural situation: (1) How may rural youth see and appreciate the total world of work and the opportunities for service in it? (2) How may rural youth prepare academically, vocationally, and culturally to take the next educational step? (3) How may rural

people get specialized education which will lead to a wide variety of occupations? (4) How may adults in rural communities keep up-to-date in their work or retrain for new jobs? (5) How may rural people secure a vested interest, culturally and financially, in the over-all educational programs now being developed.

Vocational and technical education must be taken as a vital part of the process of human development. Occupational preparation and choice must be taken, not as events, but as a subpart of this learning process over time. In this frame of reference, educational needs of people are important: this is where educational planning should begin and remain.

THE OCCUPATIONAL CHOICE QUESTION

Rural youth generally have limited perceptions of what lies ahead. Considerable work has been done to try to understand how occupational choices are made. Super and Overstreet have explored the question of the vocational maturity of ninth-grade boys. They conclude that curriculum approaches for ninth-grade boys which foster planfulness would be most appropriate. 15/ Thus, nine-grade students are not ready to make occupational choices but need a basis for making a choice later.

Applying the question of occupational choice directly to rural youth, Burchinal and others drew the following inferences from research findings relative to occupational choices of rural youth: 16/

1. The majority of rural youth must, by preference or necessity, move to urban areas in pursuit of adult careers.

2. Wide disparity frequently exists between occupational preferences or aspiration levels and available occupational opportunities.

3. Rural youth apparently are at a disadvantage when entering an urban labor market and competing with urban youth for available occupations.

4. Rural farm youth are frequently at a greater disadvantage than rural nonfarm youth upon entering the urban labor market.

5. Another disquieting result was reported in all studies that tested it. This was the strong negative influence that plans to farm had on plans to attend college. Yet, these farm boys need all the education, training, and experience they can obtain.

6. Occupational choices are based upon tentative occupational choices and arrived at by occupational role taking. This, in turn, is related to the individual's social and psychological development. These highly personal choices are made in context of an individual's experiences and resources; his knowledge of occupational alternatives, training requirements, and financial and non-monetary rewards; and such important variables as his preferences or value systems and personality characteristics.

7. Rural youth from lower socioeconomic status families face special problems in occupational decision making. The probabilities of finishing high school, going to college, or entering above-average-paying occupations are considerably less for children from lower social status families. Differences are not based on economic factors alone.

Further, these authors suggested ways that teachers, counselors, friends, and relatives may assist young people to make intelligent and socially useful occupational decisions. They made the following recommendations for improving the occupational choice process for rural youth: 17/

1. Local communities and American society in general must provide all youth with a comprehensive and diversified education through high school. These programs must also motivate every student for achievement to ensure that he realizes his educational potential, develops basic skills, and discovers and develops his unique interests and abilities.

2. Special education programs must be developed that meet long term needs for rural youth.

3. Preparation for occupational selection by rural youth must be based upon reasonable access to accurate and extensive knowledge about the world of work.

4. Rural youth must also be educated for mobility.

5. Vocational information and counseling should be available continuously during junior and senior high school.

6. Programs of providing occupational information and vocational counseling should include both youth and their parents.

7. Rural action groups can supplement programs designed to aid youth make intelligent occupational decisions.

THE PREPARATORY QUESTION

The movement of vocational and technical training needs toward a higher educational level, described earlier, requires better high school preparation. If rural youth are led to see and appreciate a broader occupational spectrum, and if aspiration levels are raised as well, education for the "whole" person is needed for new vocational, technical, and cultural worlds also. Preparation must be for new communities as well as for new jobs. At the same time, competition is increasing for these new places in society. How can rural youth prepare for this? Reorganization of rural high schools to provide better and wider curricular offerings and consolidation of specialized vocational programs on an area basis at the high school level have been tried.

THE SPECIALIZED EDUCATION QUESTION

Some specialized education in the semiskilled and skilled areas may be done at the high school level. Most specialized education in the future will be at the post high school level. Some of this, especially in rural areas, must be on a geographic basis large enough to provide special facilities and special teachers and to deal with the job opportunity or placement problem. Motivation for youth to attend these area schools and accessibility are problems. Related problems are encountered in properly relating what has been called the three prior factors in educational program planning - people, the educational program, and educational program goals. Thus, severe problems are found in practically relating rural youth (people) to cultural and vocational requirements of jobs in the various occupational fields (program goals) through the curriculum of an area school (educational program). There must be a direct relationship between rural youth and realistic job opportunities somewhere. Curriculum development requires the classification and analysis of jobs which are available and the recruitment of students. In some cases recruitment involves developing relationships between students and potential employers by such devices as scholarships, supervised training on the job, and part-time employment.

THE ADULT EDUCATION QUESTION

The traditional vocational programs, agriculture, home economics, trade and industrial education and distributive education, have included limited adult offerings over the years. In addition to a more diversified offering for rural people, especially in trade and industrial training, distributive education, and for the new occupations, better agricultural education and home economics education are needed. The large number of rural nonfarm people call for a reexamination of agricultural education. No adult agricultural education agency has come forth with an organized approach to meeting needs of rural nonfarm people.

Organization is a question in adult education. Some area schools provide such education throughout the area on an extension basis. All too often, these efforts and local efforts are not coordinated.

Adults in some areas are not oriented to adult education. The same may be said for countless school administrators.

THE VESTED INTEREST QUESTION

Vocational and technical education must be based on a geographical area larger than a rural community or rural county. Thus, local people are being asked to train their youth to leave home. It is usually difficult to secure financial support for a training program aimed at a job in a distant urban area. This allegiance to the home area can retard vocational education in high schools. The problem is intensified in gaining support for area vocational and technical schools.

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8/13/63
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